



THE INFLUENCE OF SELF-CONFIDENCE AND CREATIVITY ON SELF-ACTUALIZATION OF ARTS UKM MEMBERS, BHAYANGKARA UNIVERSITY, JAKARTA RAYA

Dzaki Rafi Fauzan

Bhayangkara Jakarta Raya University, Bekasi

Abstract

This research, conducted by Dzaki Rafi Fauzan (202010325010), aims to explore the impact of self-confidence and creativity on the self-actualization of members in the Art Student Organization at Bhayangkara University Jakarta Raya. The study utilizes primary data collected through questionnaires and secondary data obtained from books and journals, specifically focusing on previous research findings. A total of 75 respondents participated in the study, and the data were analyzed using SPSS version 27. The results reveal a positive influence of both self-confidence and creativity on the self-actualization of the members. Notably, creativity emerged as the dominant factor, as indicated by a higher multiple linear regression coefficient compared to self-confidence and self-actualization.

Keywords : Self-confidence; Creativity; Self-Actualization; Arts Student Activity Unit.

Introduction

In this era of digital acceleration, self-confidence plays a crucial role in various aspects important for students. With self-confidence, students will easily adapt to their environment and adjust themselves wherever they are (Chandra & Tiana, 2023). Self-confidence needs to be possessed in order not to be easily influenced by negative things that can cause individuals to make mistakes in decision-making as a positive self-actualization, especially in students (Aisyah, 2016).

The acceleration of digitalization and social change is their fear, where reality and virtuality are difficult to distinguish, right and wrong are blurred. Because it's so fast and uncontrollable, it affects their interpersonal skills such as direct communication or when in a group (Purba, 2016). The abundance of distractions in this era of digital acceleration triggers humans to be manipulated by tools that stifle their human reasoning, which can disrupt self-confidence and stifle creativity, thus preventing self-actualization (Fardani et al., 2021). If art is restricted, humans become less creative in their development, which affects the level of self-actualization of members of the Art Club at Bhayangkara University, Jakarta. If being critical alone is allowed, it will not develop without creativity, and there is no limit to thinking or creativity except attitude, because fundamentally humans are existential beings who feel important and their existence wants to be recognized, thus members of the Art Club at Bhayangkara University, Jakarta are encouraged in their creativity to maintain consistency and preserve their potential (Setiyawan et al., 2023). A good environment will affect their level of self-confidence, which influences their self-actualization (Ghozali, 2016).

Corresponding Author: 202010325010@mhs.ubharajaya.ac.id

Author: 202010325010@mhs.ubharajaya.ac.id

© 2023 The Author(s). Published by Insight School Academy, Yogyakarta, Indonesia  OPEN ACCESS

According to F. Hadirman (2020), self-awareness is not formed from within but from the environment that shapes us (Ghufron, 2019). Just like humans are born, culture will influence their language. Several efforts are made by the Daily Management Board (BPH) of the Art Club at Bhayangkara University to evaluate improvements and changes, especially in terms of increasing self-confidence and creativity for the self-actualization process of the members. BPH provides a platform internally and builds external networks because when an organization wants to develop, it must compare to several campuses and communities in the field of art, and various methods are done by the Art Club at Bhayangkara University to provide a platform for creativity and artistic work, and BPH encourages division coordinators to provide routine training regardless of whether they can or cannot because the principle of BPH is *amukti palapa*, every leader will surely suffer in their leadership (Wiratna, 2014).

The Art Club at Bhayangkara University provides opportunities for members to realize their self-actualization on stage so that their creativity process is not hindered and they are driven to develop, making the stage of artistic performance their benchmark for creativity and consistently maintaining their performance in every routine activity (Safrianti & Kamal, 2022). Thus, the crisis of self-confidence in the members of the Art Club at Bhayangkara University fades away because a good environment will lead to good things, and their reasoning for creation and creativity begins to form slowly (Putri et al., n.d.).

As for the indicators of self-confidence according to (Aisyah, 2016) they include: Confidence in one's own abilities, Optimism, Calm, positive attitude and resilience in facing problems, and Accountability and the ability to solve problems (Wahyuni & Kurniawan, 2018).

Regarding the indicators of creativity, Torrance (1977) identified the following indicators: Fluency, Elaboration, and Originality (Situmorang et al., 2020). Regarding the indicators of self-actualization, Robbins and Coulter (2010: 110) in (Chi et al., 2016) mention the following needs: Growth need, Achieving one's potential, and Self-fulfillment. Factors affecting self-confidence, according to Nur, M, R. Safitri, A. Erawati (2022), are as follows: 1) Internal Factors: Self-concept, Self-confidence begins with the development of self-concept acquired through interactions within a group, and Self-esteem, Positive self-concept will also form positive self-esteem. Self-esteem is the assessment one makes of oneself. The level of self-esteem will affect one's level of self-confidence. 2) External Factors: Education, One's level of education will influence their level of self-confidence. A low level of education will make a person dependent and under the control of others who are more knowledgeable (DJEHICHE, 2016). Conversely, someone with a higher level of education will have a higher level of self-confidence compared to someone with a lower level of education. Environment, The environment here refers to the family and community environment. Good support received from the family environment, such as family members interacting well with each other, will provide comfort and high self-confidence (Latipah et al., 2020). The same goes for the community environment (Mahmud et al., 2022).

Aspects of Creativity according to Suharnan (Ghufron & Risnawita S, 2019) can be explained as follows: a. Thinking activities, Creativity always involves the thinking process within an individual. This activity is a mental process that is not visible to others and is only felt by the person involved (Natty et al., 2019). This activity is complex because it involves cognitive abilities such as perception, attention, imaginative memory, reasoning, imagination, decision making, and problem solving. b. Discovering or creating something new (Erawati, 2022). Discovering or creating something involves the ability to connect two or more ideas that initially seem unrelated. The ability to change existing perspectives and replace them with new perspectives (Kistoro & Roviana, 2023).

Literature Review

(Safrianti & Kamal, 2022) "The Relationship between Creativity and Adolescent Self-Actualization in Jorong Batu Ajung." The research results conclude in general that there is a relationship between creativity and adolescent self-actualization in Jorong Batu Ajung, resulting in a significant positive correlation (Rachman & Sari, 2019).

(Rachman & Permatasari, 2019) "The Influence of Peer Influence and Self-Confidence on the Self-Actualization of University Students." The research results show that there is an influence of peer influence and confidence on the self-actualization of students from Papua, with a calculated significance of $0.000 < 0.05$.

(Setiawan & Setianingsih, 2023) "The Correlation Between Self-Confidence and Self-Actualization of YATPI Godong Vocational School Students." This research can be concluded that there is a significant correlation between self-confidence and self-actualization of Yatpi Godong Vocational School students. The data indicates that the stronger the self-confidence of the students, the more it supports their self-actualization at YATPI Godong Vocational School, enabling students to be confident and able to optimize their strengths or potential (Alfaizon, 2021).

(Agustina et al., 2023) "The Correlation Between Self-Confidence and Self-Actualization of YATPI Godong Vocational School Students." The results of this research indicate a positive influence of the self-confidence of Ayasofya Youth Community volunteers on the self-actualization of these volunteers in Ayasofya Youth Community..

Methods

The research method is the steps and procedures of data collection carried out to solve problems or test hypotheses. The method used in this research is quantitative and descriptive, which describes the situation directly using a questionnaire as the tool for collecting information and employs statistical data processing techniques, specifically using multiple linear regression analysis to determine two or more independent variables with a dependent variable (Situmorang et al., 2020).

According to Sugiyono (2016), quantitative method involves data in digital form, or quantitative data that has been evaluated (scored). Therefore, quantitative data tends to be analyzed using statistical techniques. Data can be in the form of numbers or scores, usually obtained using data collection tools, and the responses are in the form of score ranges or weighted questions.

Result

Development of the Art Club at Bhayangkara University, Jakarta Raya, is still unstable, resembling more of a community where people gather and meet solely for leisure and is mostly spent on joking around and wasting time due to the influence of campus facilities, campus budget, campus bureaucracy, which do not fully meet the needs of the Art Club at Bhayangkara University, Jakarta Raya, resulting in a decline for its members. The Art Club at Bhayangkara University, Jakarta Raya, has male respondents comprising 51 (68%) and female respondents 24 (32%). From the data obtained, it can be concluded that members of the Art Club at Bhayangkara University, Jakarta Raya, are dominated by males, with 51 (68%) members being male. The issues faced by female respondents include limited time due to the cultural constraints of their home environment, which restricts them. The researcher observed that the coordinators of the Music, Theater, and Fine Arts divisions are predominantly male, experiencing an increase in self-confidence and creativity, leading to self-actualization, and forming their division. Their training is not only obtained in training environments but also during their free and lengthy breaks, and gatherings of the Music, Theater, and Fine Arts divisions occur outside of training hours, sometimes lasting until late at night. Members feel close and comfortable with an environment that treats them well, and their training and performance sessions run smoothly.

Discussion

Some possible causes of the issues affecting self-confidence and creativity within the Art Club at Bhayangkara University, Jakarta Raya, which hinder self-actualization, could include:

1. **Limited Resources:** Insufficient funding and resources allocated to the Art Club may limit opportunities for creative expression and self-development. This could include inadequate access to art supplies, equipment, and facilities.
2. **Bureaucratic Challenges:** Complex bureaucratic processes within the university administration may create barriers to implementing innovative ideas or projects within the Art Club. This could lead to frustration and demotivation among members.
3. **Cultural and Social Constraints:** Societal norms or cultural expectations may place limitations on artistic expression or experimentation within the Art Club. This could stifle creativity and lead to self-doubt among members who feel constrained by societal expectations.
4. **Lack of Supportive Environment:** A lack of a supportive and nurturing environment within the university or the Art Club itself may inhibit members from expressing their creativity or taking risks in their artistic endeavors. This could lead to a fear of failure and reluctance to explore new ideas.
5. **Gender Disparities:** Gender disparities within the Art Club, such as a predominantly male-dominated leadership or unequal opportunities for male and female members, may contribute to feelings of inadequacy and reduced self-confidence among certain members.
6. **Time Constraints:** Busy schedules and academic pressures faced by students at the university may limit the time and energy available for creative pursuits within the Art Club. This could hinder members from fully engaging in artistic activities and developing their creative skills.

Addressing these underlying causes and creating a more supportive and inclusive environment within the Art Club could help alleviate the issues affecting self-confidence and creativity, ultimately facilitating self-actualization among its members.

Conclusion

Based on the research conducted by the researcher, the following conclusions can be drawn: 1). Self-confidence partially has a positive and significant effect on the self-actualization of members of the Art Club at Bhayangkara University, Jakarta Raya. 2). Creativity partially has a positive and significant effect on the self-actualization of members of the Art Club at Bhayangkara University, Jakarta Raya. 3). Self-confidence and creativity simultaneously have a positive and significant effect on the self-actualization of members of the Art Club at Bhayangkara University, Jakarta Raya.

References

- Agustina, T., Nasichah, D. N., & Zahirah, H. (2023). PENGARUH KEPERCAYAAN DIRI TERHADAP AKTUALISASI DIRI MAHASISWA VOLUNTEER AYASOFYA YOUTH COMMUNITY. *At-Tazakki: Jurnal Kajian Ilmu Pendidikan Islam Dan Humaniora*, 7(2), 181–191.
- Aisyah, A. (2016). Studi literatur: Pendekatan induktif untuk meningkatkan kemampuan generalisasi dan self confident siswa SMK. *JP3M (Jurnal Penelitian Pendidikan Dan Pengajaran Matematika)*, 2(1), 1–12.
- Alfaizon, R. (2021). Pengaruh Kebutuhan Aktualisasi Diri, Sosial Dan Penghargaan Terhadap Prestasi Kerja Karyawan Pada PD. BPR ROKAN HULU. *Jurnal Ilmiah Cano Ekonomos*, 10(2).
- Chandra, F., & Tiana, S. B. (2023). Pengaruh Aktualisasi Diri Dan Penghargaan Terhadap Kinerja Karyawan Pada Kantor Penyiar Rri Ambon. *Equilibrium: Journal of Economics and Development Studies*, 1(1), 26–35.
- DJEHICHE, K. (2016). *The Importance of Self-confidence in Enhancing Students' Speaking Skill Case study: First Year LMD Students at Mobammad Kheider University of Biskra*.
- Erawati, D. (2022). Hubungan Kepercayaan Diri Dengan Minat Berorganisasi Mahasiswa IAIN Palangka Raya. *KOPASTA: Journal of the Counseling Guidance Study Program*, 9(1), 40–51.
- Fardani, Z., Surya, E., & Mulyono, M. (2021). Analisis kepercayaan diri (self-confidence) siswa dalam pembelajaran matematika melalui model problem based learning. *Paradikma*, 14(1), 39–51.
- Ghozali, I. (2016). *Aplikasi analisis multivariete dengan program IBM SPSS 23*.
- Ghufron, M. N. (2019). Hubungan antara Tipe Kepribadian dengan Performansi Mengajar Guru TK dan RA. *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal*, 3(1), 169–183.
- Kistoro, H. C. A., & Roviana, S. (2023). DIFFICULTIES OF PRINCIPALS IN CARRYING OUT SCHOOL ACTION RESEARCH: PHENOMENOLOGICAL ANALYSIS. *Al-Bidayah: Jurnal Pendidikan Dasar I*. *Al-Bidayah: Jurnal Pendidikan Dasar Islam*, 15(1), 93–112.
- Latipah, E., Cahyo Adi Kistoro, H., & Khairunnisa, I. (2020). Scientific attitudes in Islamic education learning: Relationship and the role of self-efficacy and social support. *Edukasia: Jurnal Penelitian Pendidikan Islam*, 15(1), 37–56.
- Mahmud, H., Isnanto, I., & Sugeha, J. (2022). Pengaruh Kreativitas Guru Terhadap Hasil Belajar Siswa Sekolah Dasar di Kota Gorontalo. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 8(2), 779–784.
- Natty, R. A., Kristin, F., & Anugraheni, I. (2019). Peningkatkan kreativitas dan hasil belajar siswa melalui model pembelajaran project based learning di sekolah dasar. *Jurnal Basicedu*, 3(4), 1082–1092.
- Purba, C. C. S. (2016). *ANALISIS PEMENUHAN KEBUTUHAN AKTUALISASI DIRI DAN PENGHARGAAN SERTA PENGARUHNYA TERHADAP KINERJA KARYAWAN (Studi Kasus pada PT. PLN (Persero) Distribusi Jakarta Raya dan Tangerang)*. Universitas Mercu Buana.
- Putri, M. E., Kistoro, H. C. A., Muhliana, S. I., & Sari, P. R. (n.d.). MORAL LEARNING STRATEGIES AT MADRASAH MU'ALLIMAT MUHAMMADIYAH YOGYAKARTA DURING THE COVID-19 PANDEMIC. *Idaarab: Jurnal Manajemen Pendidikan*, 7(2), 10–27.
- Rachman, A., & Sari, N. P. (2019). Pengaruh teman sebaya dan kepercayaan diri terhadap aktualisasi diri mahasiswa. *Jurnal Psikologi Pendidikan & Konseling: Jurnal Kajian Psikologi Pendidikan Dan Bimbingan Konseling*, 5.
- Safrianti, M., & Kamal, M. (2022). Hubungan kreativitas dengan aktualisasi diri remaja di Jorong Batu Ajung. *Orien: Cakrawala Ilmiah Mahasiswa*, 1(3), 229–234.

- Setiyawan, R. B., Setianingsih, E. S., & Mujiono, M. (2023). Korelasi Antara Kepercayaan Diri Dengan Aktualisasi Diri Siswa SMK YATPI Godong. *Jurnal Yudistira: Publikasi Riset Ilmu Pendidikan Dan Bahasa*, 1(4), 28–44.
- Situmorang, S. M. S., Rustaman, N. Y., & Purwianingsih, W. (2020). Identifikasi kreativitas siswa sma dalam pembelajaran levels of inquiry pada materi sistem pernapasan melalui asesmen kinerja. *Didaktika Biologi: Jurnal Penelitian Pendidikan Biologi*, 4(1), 35–43.
- Wahyuni, A., & Kurniawan, P. (2018). Hubungan kemampuan berpikir kreatif terhadap hasil belajar mahasiswa. *Matematika: Jurnal Teori Dan Terapan Matematika*, 17(2).
- Wiratna, S. (2014). Metodologi penelitian lengkap, praktis dan mudah dipahami. *Pt. Pustaka Baru*, 1(11).